



DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Spring 2023 Course Descriptions

These course descriptions are subject to change. While we make every effort to keep these online course descriptions as current as possible, you are advised to check with the instructor of a particular course to verify the information below. Contact information for all English Department faculty is available via the English website at <http://www.siu.edu/artsandsciences/english/>.

ENG 200-001: Introduction to Literary Study

TR 9:30am – 10:45pm

Charles Berger

The aim of this course is to develop habits of reading, thinking, and writing at the expected level of English majors and minors. In addition to helping you do well in the major (and other courses as well), learning the materials and modes of thinking taught in this course will increase your pleasure in reading works of literature throughout your life. I believe that enthusiasm for literature and acquired expertise in analyzing it should go hand-in-hand. English 200 emphasizes close reading, critical analysis, and recognition of literary genres and terms. We will often be asking the following question: what is the role of literary form and structure in the creation of meaning?

ENG 200-002: Introduction to Literary Study: *War, Peace, and Something In Between*

TR 11:00am – 12:15pm

Catherine Seltzer

This semester we'll be reading a series of works (including a novel or two, a play, a poetry collection, and a graphic memoir) centered on the theme of "War, Peace, and Something In Between." Our larger goal is to prepare you to head into a major or minor in English with confidence, primarily by offering you regular opportunities to engage in close reading of primary and critical texts; to articulately discuss your responses to these works--and the sometimes-thorny issues that they raise--with your colleague/classmates; and to write regular literary analyses, with special attention to the revision process. Throughout the semester, then, you will be introduced not only to a series of ideas and concepts that are foundational to the study of literature, but you will put into place the practices and habits that will help to make your academic career more successful.

Prerequisites: Grade of C or better in ENG 102. Required of English majors and minors; open to prospective English majors and minors.

ENG 201-001: Intermediate Composition

MW 1:30pm – 2:45pm

Lauren Gerber

English 201 is designed to enhance your ability to find, analyze and write texts for academic audiences. It builds on the research and argumentation skills you developed in earlier writing courses and has a

heavy emphasis on academic reading strategies, revision, and writing as a process. At its core, this course approaches all academic writing as part of a series of ongoing conversations, conversations that have different sets of rules, purposes, and audiences. Over the course of the semester, you will practice critical reading and analysis of argument and rhetoric.

ENG 201-002: Intermediate Composition

MW 3:00pm - 4:15pm

Brian Henderson

English 201 is designed to enhance your ability to find, analyze and write texts for academic audiences. It builds on the research and argumentation skills you developed in earlier writing courses and places a heavy emphasis on academic reading strategies, revision, and writing as a process. Ideally, this course will help to demystify academic writing as we attend to differences between writing that is produced in the humanities, social sciences, and natural sciences. At its core, this course approaches all academic writing as part of a series of ongoing conversations, conversations that have different sets of rules, purposes, and audiences. Over the course of the semester, you will learn to identify distinctions between various academic genres through critical reading and analysis as well as through assignments that ask you to write different kinds of texts for different audiences.

ENG 202-001: Studies in Drama

TR 3:30pm – 4:45pm

John Pendergast

Reading and discussion of classic examples of ancient and modern drama, with attention to themes, techniques and cultural significance.

ENG 204-WS1: Studies in Fiction

Online Asynchronous

Nancy Ruff

In this fully online, asynchronous course, we will read, discuss, and write about short stories. The course will focus on the tools that fiction writers use and introduce you to some of the best writing in the genre.

ENG 205-002: Introduction to African American Texts

MW 12:00pm – 1:15pm

Elizabeth Cali

This course covers foundational works in African American literature, including autobiography, music, folklore, essays, short stories, and visuals. With these texts at the center, students will explore central creative techniques, themes, ideological perspectives, and more that shape African American literary studies.

ENG 209-001: Topics in Modern British Literature:

TR 2:00pm - 3:15pm

John Pendergast

The in-depth study of a variety of modern British literary works. Topic varies.

ENG 212-001: Topics in Modern American Literature: *Dreaming of America*

TR 9:30am - 10:45am

Catherine Seltzer

This semester, we'll be thinking about the American Dream in its broadest terms—in short, that Americans are invested in the belief that each generation's potential is not directly tethered to the one that preceded it. In this course, we'll look at literature from the end of the Civil War to the present day and consider how American writers have reflected on the ideas of individual progress and communal evolution in their work. We'll ask some big questions: What does it mean to be an American? How does our understating of national identity address (or elide) issues of race, gender, sexuality, class, and region? We'll end our semester by thinking about how contemporary writers are working to reflect a culture whose Dream is still in flux and remains the subject of artistic preoccupation.

ENG 215-001: Topics in World Literature: Renaissance to Modern: The Rise of the Individual

TR 3:30pm – 4:45pm

Charles Berger

In this course, you will be studying a range of powerful literary works, the majority of which have been translated from languages other than English, written by a wide variety of authors from different nations and cultures. Many of these works and authors have attained iconic cultural status, which is to say that they have become sites of contested interpretation. These texts radiate cultural and historical meanings as part of their literary forcefulness, along with the deep aesthetic pleasures provided by verbal mastery. A course such as this will not only provide you with a rich opportunity to read selected works of great world literature, but it will also entice you to read further in the oeuvres of some of these figures for the rest of your reading lives. That's what survey courses do.

ENG 290-001: Introduction to Creative Writing

T 11:00am – 12:15pm & Online Asynchronous (Hybrid)

Nicola Schmidt

This class provides an introduction to creative writing in four genres (fiction, poetry, creative nonfiction, and drama) with an emphasis on craft, the writing process, and the pleasures of language. Assignments will include readings and exercises that help us examine and practice the elements of creative writing, along with drafts in each genre, and a final portfolio of revised work.

ENG 290-002: Introduction to Creative Writing

MW 12:00pm – 1:15pm

Lauren Gerber

English 290 is an introduction to the four genres of creative writing: fiction, poetry, creative non-fiction, and drama. A special emphasis is placed on craft and on revision as a part of the creative process. Students will be asked to write both poetry and prose, and to provide critical feedback to their peers work. At the end of the semester, students will turn in a portfolio of the creative work they have generated.

ENG 290-003: Introduction to Creative Writing

T 12:30pm – 1:45pm and Online Asynchronous (Hybrid)

TBA

This section of Introduction to Creative Writing serves to ground students in the elements of writing in major genres (poetry, fiction, creative nonfiction). Serious writers and anyone looking to nurture their creative side are welcome! Final grades will be determined by your work on several foundational exercises, the quality of your short stories, essays, and poems, and your revision towards a final portfolio of work. Textbook: Janet Burroway. *Imaginative Writing: The Elements of Craft*.

ENG 290-004: Introduction to Creative Writing

TR 2:00pm – 3:15pm

Geoffrey Schmidt

An introduction to the four genres of creative writing: fiction, poetry, creative non-fiction, and drama. Special emphasis placed on creative processes and revision as a part of that process. Students will turn in a portfolio of creative work at the end of the semester.

ENG 301-001: Introduction to Literary Theory and Criticism

MW 12:00pm – 1:15pm

Helena Gurfinkel

The study of theory is a truly eye-opening experience, and its reward is the acquisition of critical-thinking and writing skills that can be used both in, and far beyond, a literature classroom. Theoretical texts, though fascinating, are often quite complex and challenging, and the course format requires an intensive engagement with assigned readings. The course provides students with an overview of the principal schools of modern literary theory, both earlier ones, such as New Criticism, and contemporary ones, such as Animal Studies and Disability Studies. All students will acquire the skills to apply various theories to literary texts. Future English teachers will learn new strategies for engaging with literary texts in the classroom. We will accomplish these goals through reading, discussions, and the writing of analytical papers.

ENG 310-001: Classical Mythology and Its Influence

TR 6:00pm – 7:15pm

Nancy Ruff

In this course, we will read, discuss, and write about ancient Greek and Roman mythology and its influences on later literature and culture of the western world.

ENG 332-001: Argument

TR 2:00pm – 3:15pm

Anushiya Ramaswamy

In this course, we will critically investigate the history of argument – actual arguments, their historical contexts, and argumentative strategies and theories as they have developed over time. We will also be analyzing arguments (our own and those written/spoken by others) for their potential to persuade a particular audience in a specific context. While argument texts often focus on intended audience, we will also explore what happens when unintended audiences are reached, an intended audience is reached in an unintentional way, and how the context (time, place, speaker/writer, audience, and other circumstances) in which arguments are made have the potential to drastically affect their degrees of persuasiveness. Given that this is a writing course, we will, of course, be composing our own arguments. What's more, the focus of this course will be predominantly on academic argument making, in that we will challenge the exceedingly common binary argumentation (that is, the traditional "debate" style of argument that has only two sides) in order to reveal the complexity of even seemingly simple issues – which tend to be multifaceted upon closer examination. Yet while we focus on making academic arguments ourselves, to do so, we will be considering how argument works in law and in contemporary American culture.

ENG 334-500: Scientific Writing

M 12:00pm – 1:15pm and Online Asynchronous (Hybrid)

Brian Henderson

We live in a world that depends heavily on scientific thinking and advancements for everything from the development of digital technologies that you use every day to NASA's experimental plasma propulsion systems to the production of medical tools, where science produces vaccines to protect public health and it produces the communication tools used by anti-vaccine fear-mongers. As Edward R. Murrow once said, "The speed of communication is wondrous to behold. It is also true that speed can multiply the distribution of information that we know to be untrue." ENG 334 is, in part, an attempt to make sense of the role scientific research plays—or should play—in the contemporary world. This course is premised on the assertion that opinion and unverifiable anecdote are no substitute for peer-reviewed evidence and theorizing. Whether your path leads you to become a researcher, an educator, and/or a savvy reader of science, ENG 334 will help you develop tools you will need.

ENG 342-501: Autobiographical Practices

Online Asynchronous

Donavan Ramon

In this fully online course, we will study the relationship between personal experience and writing by exploring a diversity of African American autobiographical texts, as well as works in other genres that use personal narrative as a rhetorical and stylistic tool. Our discussion of autobiography begins in the eighteenth-century and continues through the twentieth-first. We will explore the many reasons black writers have turned to memoir and life writing in our online discussions and writing.

We will seek to answer the following questions: How do these writers negotiate the multiplicity of identity through their narratives? In what ways is identity fundamentally tied to space and place? What is the relationship between self and community? How do African American writers negotiate both public and private selves? Through our conversations and writing, we will pay special attention to the ways in which social location shapes and, at times, limits autobiographical practices.

ENG 369-001: Grammatical Analysis

MW 12:00pm - 1:15pm

Donald Moore

This course is meant to introduce students to basic tools for the analysis and understanding of the grammatical structure of English, with a particular focus on the relationship between grammatical structure and rhetorical effects. *Objectives:* 1) for students to know grammatical terminology relevant to understanding the structure of standard academic English; 2) for students to become aware of the differences between that grammar of English and other varieties of English, and the rhetorical effects of those differences; 3) for students to practice analyzing writing for the purpose of locating the problem areas of a writer; 4) for students to further investigate a particular grammatical topic or develop a pedagogical project that will creatively apply course concepts. Though this topic may seem 'dry' or 'boring' or 'worse than a root canal' to some of you, a hidden agenda of the course is to help you enjoy grammatical analysis – no easy task.

ENG 392-001: Fiction Writing

MW 1:30pm – 2:45pm

Valerie Vogrin

This course is designed to provide opportunities to deepen your understanding of and enrich your skills in the craft of fiction, focusing on the short story. In addition to reading plenty of contemporary stories, students will engage deeply in the writing process, culminating in the drafting and revising of their own stories, one of which will be workshopped in class.

ENG 393-001: Beginning Poetry Writing

TR 12:30pm – 1:45pm

Joshua Kryah

This course introduces students to examples of traditional poetic form, including sonnets, villanelles, sestinas, and many others. Through various prompts, readings, and exercises, students will familiarize themselves with poetic terminology and techniques. Students will also participate in workshop and produce a portfolio of their own creative work.

ENG 400-001: Principles of Linguistics

TR 12:30pm – 1:45pm

Larry LaFond

Human beings use language every day, but less commonly explore the wonders involved in this unique capacity for language. This course is just such an exploration! It introduces students to *linguistics*, a fascinating field that examines language from a scientific perspective. We look at the physiology of speech production, the systematic organization of sounds in languages, how meaning is held in words and particles of words, and how these words combine to form larger structures in sentences, conversation, and discourse. Students from a wide variety of majors (English, anthropology, sociology, history, education, computer science, psychology, etc.) have found this course useful and interesting. They learned how to think like a linguist, by gaining the ability to analyze language data and identify linguistic structures (even in languages other than their own), understand differences between what language users think they do and what they actually do, and discuss language-related topics in ways that are both technically precise and accessible to the linguist and non-linguist alike. There is no pre-requisite for joining the fun!

ENG 411-001: Internship in Writing

Instructor: TBA

Involvement in developing workplace writing. Supervised by selected faculty member and cooperating site. Prerequisite: ENG 102 with grade of C or better.

ENG 412-001: Digital Literacies

MW 1:30pm - 2:45pm

Matthew Johnson

In this course, we will investigate digital technologies, the communication methods they enable, and the electronic environments in which that communication takes place. Meaning what, now? Sure! We'll be analyzing various digital objects and concepts, including avatars and other online personae, anonymous and pseudonymous communication, virtual worlds and cyberspaces, videogames, social media, electronic devices, virtual reality (VR), and artificial intelligence (AI). "Literacy" is closely associated with one's ability to read and write, and has been for a long, long time. "Literacy" has always been closely tied to *identity*, which in turn is shaped by one's context (environment, time, cultural practices and beliefs), perspective (one's own and that of others), and use of and exposure to language and various discourses. When the "electronic" or "digital" age emerged, "digital literacy," like traditional literacy, began to describe an *ability* – to locate, access, comprehend, assess, and create information, identities, and environments. But this time, it was by using *digital* tools (devices, the Internet) and methods (email, texting, social media posting). Studying "digital literacy" quickly reveals that communication itself is inseparable from the medium in which it takes place.

ENG 416-001: Language and Society

T 6:00pm – 8:50pm

Seran Aktuna

How does the way we talk vary in accordance with our geographical location, socioeconomic status,

ethnicity, and gender? When, why and how do people develop special codes to communicate with each other? How does the way we communicate differ across cultures and subcultures? Can we be discriminated against on the basis of our speech patterns? And what is happening to the English language as more people learn and use it in different parts of the world? These are some of the main questions we will discuss in ENG 416. The goal of this course is to build your awareness of major topics in sociolinguistics and help you examine their applications/implications for solving problems in education, communication and other areas of life.

ENG 444-001: Creative Nonfiction

MW 3:00pm – 4:15pm

Valerie Vogrin

This class is designed as an immersion into the art and craft of writing creative nonfiction—an expansive, vibrant genre. Students will examine and write pieces in a variety of subjects and modes, i.e. memoir, personal essay, lyric essay.

ENG 468-001: Second Language Acquisition

W 6:00pm- 8:50pm

Larry LaFond

How do people learn languages other than their own? What makes for a good language learner? Is there a best way to study other languages? Questions like these are often given simple answers by people trying to sell you something. This course will debunk some of the easy answers while informing you of cutting edge developments regarding variables that affect second language acquisition: internal (e.g., cognitive issues, motivation, anxiety, risk taking, affect) and external (e.g., social class, learning context, curriculum, input). Beyond this, we will also consider the effect of age on acquisition, the availability of a “Universal Grammar” for adult learners, why learners vary in their success, the sources of this variation, and the role of input and instruction in second language teaching and learning. This is a required course for some graduate students but is open to all.

ENG 471-001: Shakespeare: Something Old, Something New

MW 3:00pm – 4:15pm

John Savoie

On the four hundredth anniversary of the First Folio, we will delve into Shakespeare with an emphasis on discovering fresh insights into familiar poems and plays as well as venturing beyond to explore less famous, but no less excellent, works.

ENG 475-001: Methods of Teaching Secondary English Language Arts

MW 4:30-5:45 pm

Jill Anderson

English 475 focuses on approaches to teaching Secondary English Language Arts, including planning for reading, writing, and language instruction in contemporary American high schools. As we engage with and evaluate various methods of teaching English (while addressing curricular concerns associated with the Illinois Common Core Learning Standards), we will also explore reading and writing processes with the ultimate goal of developing useful teaching strategies. Over the course of the semester, English 475 students—aka SIUE's Spring 2024 English student teacher candidates—will learn about ELA methods and materials, prepare and share lesson plans, and develop units of instruction for use in their future careers as high school English teachers. ENG 475 is restricted to English majors enrolled in the Secondary English Language Arts major concentration (May 2024 graduates) and must be taken concurrently with CIED 303, CIED 323, and SPE 400.

ENG 476-001: Practicum in English as a Second Language

TBA

Joel Hardman

This course is designed for students who need to gain supervised experience teaching ESL for the purposes of the state ESL endorsement. Teaching placements can be made in a variety of settings. The instructor will work with the student and appropriate schools to find the setting that best suits each student's needs and interests. The teaching load will include a minimum of 100 hours or 3 months of regular instruction of ESL students. The student teacher will be observed by the instructor, and each student is required to meet with the instructor twice during the semester to discuss progress in teaching.

ENG 477-001: Toni Morrison and the Ecology of Community

TR 11:00am - 12:15pm

Elizabeth Cali

Toni Morrison. In this class we will think about the fullness of Toni Morrison's life work, as an editor, as a novelist, as a public thinker, as an essayist, a critic, and more. Maybe you've read some of her fiction. Maybe you've seen a video interview with Morrison or a meme with a famous Morrison quote. Maybe you've picked up a range of her work along the way. Or maybe, you're just getting started with Morrison's work. No matter where you're at, in this class we will get deep with Morrison on the ways that language and storytelling work, how they sustain Black communities and individuals, and how she does this in *every avenue* of her work. We will collaborate to understand the many ways that Toni Morrison locates the roots of African American literature in her fiction and nonfiction constructions of African American communities. Students will be encouraged to think about how one of the most prolific and vital authors of the 20th and 21st century uses language, novelistic structures, themes, and tropes to trace African American traditions and construct African American communities.

ENG 478-001: Studies in Women, Language and Literature: The Ties That Bind: Daughters, Mothers, Wives, and Lovers in American Women's Fiction

TR 2:00pm - 3:15pm

Catherine Seltzer

During the ninetieth and early twentieth century, the image of American women was shaped in large part by what historian Barbara Welter has termed “the Cult of True Womanhood,” in which women were valorized for their sacrifices to their families. Yet, at the same time that women were being celebrated their selfless commitment to their fathers, husbands, and children, they were necessarily excluded from the vital public life in which the men that they supported participated. As we might imagine, many women resisted these “separate spheres” even as they were promoted by women’s magazines and self-help books, and we may trace the women’s movement to the eighteenth century in this country; however, we might also argue the domestic ideal that operated as the foundation of the Cult of True Womanhood—and its inherent assumption that women are often defined in relationship to others—still persists today. In this course we will be reading works by American women authors that probe cultural expectations of dutiful daughters, devoted mothers, supportive wives, and loyal lovers, and we will link these works to an ongoing critical discourse. Our course’s title, then, refers not only to the “ties that bind” us together as families and communities, but those that bind in more violent ways and become restrictive in women’s searches for autonomous selves. Writers may include Alison Bechdel, Kate Chopin, Kim Fu, Toni Morrison, Lee Smith, and Natasha Trethewey.

ENG 479-001: Major Authors: Shared Traditions: Hello Darkness my Old Friend: Poe and Hawthorne
MW 1:30pm – 2:45pm
John Savoie

Poe and Hawthorne recognized each other’s genius as each set out in his own way to explore the darkness (and the redeeming light) lurking at both the fringes and the depth of broader society, transcendental optimism, and above all the human psyche.

ENG 490-001: Advanced Composition
TR 3:30pm - 4:45pm
Anushiya Ramaswamy

This is an advanced writing course designed for students to explore various rhetorical styles and techniques. In the course of the semester, students will learn the various steps involved in writing for different audiences. We will work at understanding different kinds of writing with an emphasis on the politics of style. We will begin with personal narratives and move onto more formalized writing, identifying the choices we make in terms of diction, tone, organization, and even subject matter.

ENG 490-002: Advanced Composition
M 6:00pm – 8:50pm
Donald Moore

Writing sophisticated expository prose. Review of grammatical matters as needed. Emphasis on clarity, organization, effectiveness, and flexibility. May be repeated once for a max of 6 hours with permission.

ENG 491-001
Online Asynchronous

Margaret Black

The objective of this course is to study the rhetorical features of professional writing genres and learn how to modify these elements in response to particular audiences and contexts/situations. In this class we'll investigate the kinds of technical and business writing you'll be expected to do, learn from actual experienced workplace writers, and put those insights into practice. If all goes well, you will leave this class with a greater understanding of a variety of professional documents (including emails, resumes, proposals, reports) as well as instruction and practice in writing style and document design.

This course is intended for English majors as well as majors in business, nursing, basic and applied sciences, social sciences, public administration, and all professional schools with the aim of preparing students for writing in professional settings as distinct from academic settings.

ENG 492-001: Advanced Fiction Writing

TR 3:30pm – 4:45pm

Geoffrey Schmidt

This advanced fiction course is workshop-driven, depending on peer review and collaborative learning. Students will write and revise two to three stories and turn in a portfolio at the end of the semester.

ENG 493-001: Advanced Poetry Writing

TR 2:00pm – 3:15pm

Joshua Kryah

All poetry is written according to some kind of procedure. This is most apparent in traditionally received forms as the sonnet or the villanelle. Over time, however, new procedures have emerged to reflect changes in theoretical as well as aesthetic shifts in contemporary poetry. This course traces the movement from conventional to exploratory poetic forms. We'll consider procedures and operations intended to create self-induced constraints in our own writing: chance operations, found language, erasure, etc. Similar to traditional poetic forms, these procedures will allow us to create individual work while participating in larger theoretical questions, e.g. how are poems made and what are they intended for? Through a discussion of specific procedural practices, as well as a select group of readings, we'll become more familiar with these forms and authors as well as participate in their operations in a workshop setting.

ENG 497A-001: Senior Seminar: Textual and Visual Adaptations

MW 12:00pm – 1:15pm

Jessica DeSpain

This semester, Professor Vogrin and I, who are both teaching the senior assignment, decided to experiment with a more collaborative model and each design courses involving adaptation. Though the content of each course will differ, we will share reading lists and ideas between the two classes. This class will focus on textual and visual adaptations of novels and short stories, paying special attention to similarities and differences in media form and narrative technique, such as the manipulation of time and space, characterization, point of view, style, voice, and interpretation. Students will gain an understanding of adaptation theory and textual remix. Students will undertake a semester-long capstone project focused on one or more adaptations of their choice; this research-based project may include a creative option.

English 497A-002: Senior Seminar: Adaptation: Literature into Film.

T 6:00pm – 8:50pm

Valerie Vogrin

This course focuses on the film adaptation of novels and short stories, paying special attention to similarities and differences in narrative technique, such as the manipulation of time and space, characterization, point of view, style, voice, and interpretation. Students will gain an understanding of adaptation theory as well as the challenges of adapting a work of literature to the screen. As a class and independently, students will examine various film adaptations. Students will undertake a semester-long capstone project focused on one or more adaptations of their choice; this research-based project will include a creative option.

This semester, Professor DeSpain and I, who are both teaching the senior assignment, decided to experiment with a more collaborative model and each design courses involving adaptation. Though the content of each course will differ, we will share reading lists and ideas between the two classes.

ENG 499-001: Readings in English

TBA

TBA

Independent study in specific area of interest. Extensive reading. For English students only; may be repeated to a maximum of 6 hours. Requires consent of department chair and instructor.

ENG 506-001: Topics in Literary Periods: Documentary Poetry

M 6:00pm – 8:50pm

Online Synchronous

Joshua Kryah

This course will focus on poetry that relies on documentary material, ranging from archival research to historical documents to family ancestry. We'll consider the documentary process as a mode for poetic inquiry as well as a practice of innovative creative work. Readings will include poetry by Muriel Rukeyser, Charles Reznikof, Robert Hayden, Myung Mi Kim, Claudia Rankine, Natasha Trethewey, Srikanth Reddy, Solmaz Sharif, Layli Long Soldier, and others. Weekly writing activities, exercises, and prompts will allow us to engage with various source materials in order to explore research practices. Students will also be asked to conduct documentary research into a topic of their choice in order to create a poetic work.

ENG 526-001: Studies in African American Texts: Bad Girls and Black Women Writers

W 6:00pm – 8:50pm

Cindy Reed

What happens when black women writers no longer play by the rules and instead decide to make their own? Indeed, they school us on how being bad never looked so good. In this course, we will use black women writers' ideas as a guide--from literary art to scholarship--to explore how they 1) forge and celebrate a distinct black female consciousness and 2) reveal their own literary traditions by remixing genres, creating multifaceted, nuanced characters, and so much more.

ENG 531-001: Writer in the World Practicum**W 6:00pm – 8:50pm****Geoffrey Schmidt**

This graduate-level practicum is open only to students who have been admitted to the MFA program who have completed ENG530 in the Fall. Students will successfully deliver the Community-Based Learning project they developed in 530, keeping a reflective journal and completing a summary project presentation of their experiences.

ENG 540-001: Seminar in Second Language Acquisition**M 6:00pm – 8:50pm****Kristine Hildebrandt**

The focus of this graduate seminar is societal bilingualism and multilingualism. This course will allow students to enhance their graduate studies with a more holistic picture of languages as they co-exist, influence and even compete with each other in local, national and global settings. The readings and coursework will increase students' awareness of topics like bilingual and multilingual societies and their origins, the linguistic-structural and societal impacts of bilingual societies, mechanisms by which languages can change in contact settings, the relationship of creoles/pidgins and mixed languages, code-switching to multilingual societies, the ways that English impacts (and is impacted by) in these settings, and language shift (the adoption of a second language by an entire society, often resulting in the death of the first language). This course will involve a mixture of instructor lectures, presentations of new material by students, in-class group work, and individual projects culminating at semester's end.

ENG 545-001: TESL Practicum**Seran Aktuna**

This course is designed to provide MA TESL students an opportunity to observe and tutor a variety of English as a Second Language (ESL) learners in real-world classrooms. Students will engage in focused observations of teachers and learners, work as volunteer tutors, and write reflective analyses of their experiences. The overall goal of the course is to help prospective teachers gain an understanding of the teaching-learning process and connect the theoretical knowledge gained in their TESL/Linguistics classes with the practical aspects of second language teaching.

ENG 558-001: Writing: Teaching and Practice**R 6:00pm- 8:50pm****Brian Henderson**

This course is designed to introduce you to some of the key theoretical, institutional, and pragmatic questions that currently circulate about the teaching of writing. At times, we will also delve a bit into the history of the discipline to better understand how and why certain questions have emerged.

Over the course of the semester, you will be exposed to a variety of competing (and sometimes

antagonistic) theoretical positions, which should help you in framing your own positions. By the end of the course, you should have a richer sense of what composition pedagogy involves and be better able to see how competing models extend, resist, and engage each other. It is also my hope that this course will help you see the crucial relationship between scholarly and reflective pedagogical practices.

ENG 578-001: Gender, Language and Pedagogy

T 6:00pm – 8:50pm

Anushiya Ramaswamy

We will read both recent writings on gender theory – Butler, Bordo, Grosz, among others – as well as foundational texts by French theorists. Who learns, who reads, what is said, how is it articulated, who stays silent, and what has no name are some of the questions we will grapple with in this seminar-style class. We will discuss a variety of texts – literary, critical, visual, pop cultural, philosophical and personal. We will refuse reductive, monolithic views of racial, gendered, and class-based selves; and instead, study how power relations become normalized in our globalized world.

ENG 595-001: Professional Development Seminar in TESL

R 6:00pm – 8:50pm

Seran Aktuna

This practicum-based course is designed to help students integrate the theory and practice of TESL by engaging in supervised teaching, analysis and sharing of teaching experiences, and collaborative classroom-based research projects. The main objectives of the course are: To help students understand the relationship of pedagogical and linguistic theory to their professional lives, to enhance their awareness of themselves as TESOL professionals, to facilitate their generation of professional knowledge through reflective and research-based approaches, and to help them explore resources for professional development. The culminating course product is a portfolio of teaching practices and classroom-based research.